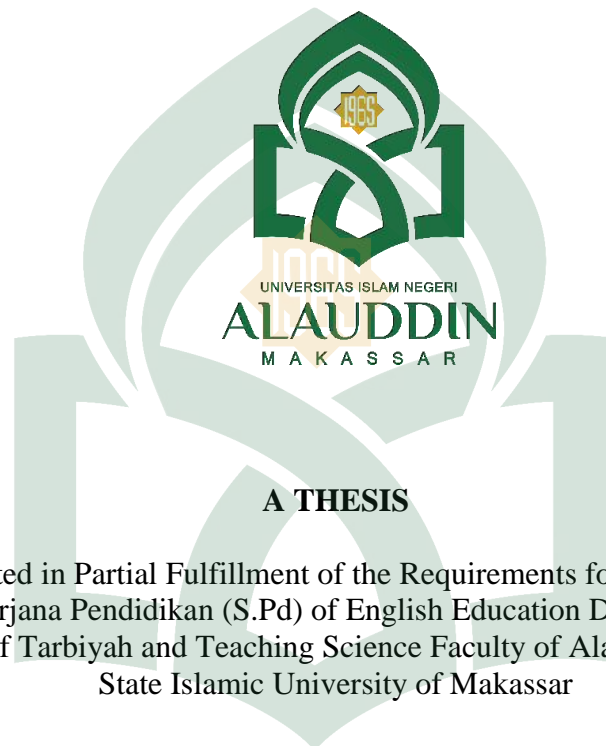


**THE USE OF SUSTAINED SILENT READING (SSR) METHOD
TO IMPROVE STUDENTS READING COMPREHENSION
AT THE SECOND YEAR STUDENTS OF SMPN 3
SUNGGUMINASA GOWA**



A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd) of English Education Department
of Tarbiyah and Teaching Science Faculty of Alauddin
State Islamic University of Makassar

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Demikian persetujuan ini diberikan untuk proses selanjutnya.

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Samata-Gowa, 24 November 2017
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ACKNOWLEDGEMENT

*Alhamdulillah*RabbilAlamin, the researcher would like to express of deepest gratitude to the Almighty Allah SWT who has been giving mercy, blessing, inspiration, and good health all the time to conduct the writing thesis. Also the researcher does not forget to send great respect to the prophet, Muhammad SAW. Peace be upon her, who has guided the human being from the worst to the peace or from bad condition to the better life.

During the writing of the thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without their contribution, the writing of this thesis would never be possibly completed. Therefore, the researcher would like to express the greatest thanks and appreciations for those people, they are:

1. **Prof. Dr. H. Musafir Pababari. M. Si.** as the Rector of Alauddin State Islamic University of Makassar.
2. **Dr. H. Muhammad Amri, Lc., M. Ag.** as the Dean of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.
3. **Dr. Kamsinah, M. Pd.I,** and **Sitti Nurpahmi, S. Pd., M. Pd.** the Head and the Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.
4. **Sitti Nurpahmi, S. Pd., M. Pd.** as the first consultant and **Dahniar, S. Pd., M. Pd.** as the second consultant who had given the researcher

guidance, correction and support since the preliminary stage of manuscript until the completing of this thesis writing.

5. The most profound thanks to all lecturers of English Department and all staff of Tarbiyah and Teaching Science Faculty for their help, support, and guidance during the writer has been studying at Alauddin State Islamic University of Makassar.
6. The researcher's classmates in English Education Department **PBI 9.10 (2013)** who could not be mentioned here. Thank for your friendship.
7. The headmaster of SMP Negeri 3 Sungguminaa **Drs. Zakaria Rafsal** who had allowed to carry out the research in his school. **Meryam S. Pd.** as the English teacher of class VIII in SMP Negeri 3 Sungguminaa.
8. All of the students at the second grade of SMP Negeri 3 Sungguminaa especially in class VIII A and VIII D, thanks for your participation and support in the research, so the researcher can finish this thesis.
9. The researcher's deepest appreciation to her beloved parents, **Rubing S. Pd.** and **Samsia, Alle** and **Disa** who always motivate, educate, support, and pray for the researcher's success. The writer's beloved brothers and sister, **Rusni, Syamsinar, Supratman, Risda, Ridwan, and Rusman** for their patient, prays, and motivation during his study.
10. Thanks to my beloved friends, **Sapril S.Pd, Ni'matul Wafaa, Rahmawati, Indrawati, Nunung** and **Ilha** For everything that they given to the researcher's life. Thank to all of your suggestion, affection and togetherness. The researcher was really praise recognized them.

11. Big thanks to the researcher's friends in KKN bulukumba, **Wahyuti, Wanty, Bod, Ughy, Usfy, Sulhan, Fuad, Murna, and Noval**. Thanks for their nice suggestion, motivation, time, friendship and togetherness, how lucky I am have you are.

12. All people who help and those whom the researcher cannot mention one by one.

The researcher realizes that the writing of this thesis is far from the perfectness. Remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated.

Gowa, 2017

Researcher

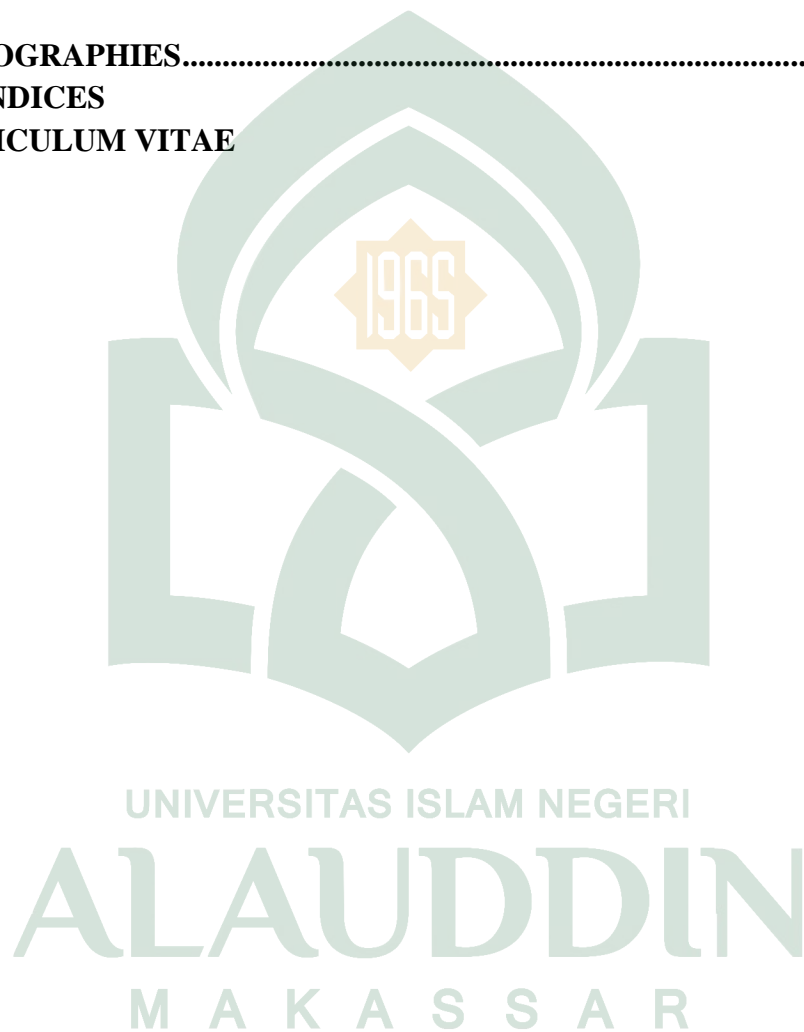
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\ABSTRACT

Researcher : Riska
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Title : *The Use of Sustained Silent Reading (SSR) Method to Improve Students Reading Comprehension at the Second Year Students of SMPN 3 Sungguminasa Gowa*
Consultant 1 : Sitti Nurpahmi, S. Pd., M. Pd.
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This research discussed about the Use of Sustained silent reading method to improve the students reading comprehension at the second year students of SMPN 3 Sungguminasa Gowa, This research aimed to find out the effectiveness of students ability in Reading comprehension that taught by using *Sustained Silent Reading* method.

This research used quasi-experimental method with two groups pre-test and pos-test design. The population of this research was the second grade of SMPN 3 sungguminasa Gowa which consisted of 60 students. The researcher took VIIIA as experimental class and VIIID as controlled class. There were two variables in this research; they were independent variable and dependent variable, while independent variable was Sustained Silent Reading and dependent variable was reading comprehension.

The findings indicated that there was a significance difference between students' pre-test and pos-test in experimental class and controlled class. The mean score in experimental class (42.67) which was classified as poor but the mean score of post-test (71.5) which was classified as good. While the mean score of pre-test controlled class (44.3) was classified as poor and post-test (52.5) which was classified as fairly poor. Through t-test, the researcher found that the value of the t-test (5.654) was higher than t-table (1.671) at the level of significance $P=0.05$ with degree of freedom (df)=58. The result of the research, the researcher concluded that hypothesis was accepted. It meant that the use of *Sustained Silent Reading* method was effective to improve reading comprehension at the second grade students' of SMPN 3 Sungguminasa Gowa.

CHAPTER I

INTRODUCTION

This chapter discusses the research background that leads to research problem, research objectives, research significance, research scope and definitions of operational variables.

A. Background

Language is one of the tools that help people to communicate, especially to convey ideas and feelings. Without language, people cannot interact with other people. From many of languages in the world, English is a global language that is used as a communication device between nations of different language.

English plays an important role in process of communication among them and also English can accelerate science and technological development of a nation. In teaching English, there are four skills that have to be mastered by the students; listening, writing, reading and speaking.

Speaking and writing are productive skills, while listening and reading are receptive skills. Reading gets greater attention than three others, because reading is one of the important skills. Reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information. Reading is one ways to get information and it can improve people knowledge. By reading, people are able to know many things happen around them

even they do not have to see it directly and through reading people can speak and write.

Reading gets greater attention than three others, because reading is one of the important skills. Reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information.

The general problem that the students faced such as; *firstly* when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. *Secondly* is they have limited vocabulary, therefore they are difficult to understand the context of the text. For many students, reading is hard job to do because reading can be done by spelling word by word. The last is many students feel that reading is boring; reading a book without any comprehension tends to feel sleepy.

Based on the preliminary study of the second grade at SMPN 3 Sungguminasa, Gowa in Monday 21th November 2016. The researcher found that the students' reading comprehension was still low. By checking the mean score of the students' reading comprehension was 60. This score was categories as poor level based on the Dirjen Dasar dan Menengah classification (2005: 25). It was found when the students study reading in the class.

Most of them are not competent to comprehend English text well. Many students can read the word in passage perfectly but are unable to answer the questions. They

can say the words, but unable to gain the meaning from words. They find hard to comprehend reading materials. The researcher also found that the teacher only asked the students to read, and then they must answer the question without giving explanation about the text first. Therefore the students who did not understand what they read. As a result, they could not answer the whole questions correctly. In this case, the students have to read critically, and the teacher must select the suitable technique or strategy to teach it.

There have been a lot of techniques and strategies discussed by many experts dealing with reading comprehension. One of the techniques to be offered here is Sustained Silent Reading (SSR). In which the students are learning how to interact with the text they read. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

By using Sustained Silent Reading method Hunt (1970) stated that the students read silently for a given period of time. But, it does not mean they read without sound. A reader may sound in respond words. Sustained silent reading does not need to say out each word. A reader who is silent reading only says the word in mind, those any references to pronunciation stress or intonation. In addition, they can choose books, magazines, etc, that they are interested in, and they are shown how to create time for reading then they will read more.

Good readers use what they know about language and the word to interact with what they are reading. This Method helps them to create meaning from the words on the page. The important comprehending text, the researcher offers the use of Sustained Silent Reading in teaching reading, because it can motivate students to read more and it can bring the students to interact with text.

Based on the explanation above, the researcher was interested in carrying a research entitled *“The Use of Sustained Silent Reading (SSR) Method to Improve Students Reading Comprehension at the Second Year Students of SMPN 3 Sungguminasa Gowa.”*

B. Research Problems

As the researcher described on the background, the problems that will be discussed in this research as follow:

1. Is Sustained Silent Reading Method effective in improving the student's reading comprehension at SMPN 3 Sungguminasa Gowa?

C. Research Objectives

This research aims to find out whether or not Sustained Silent Reading Method is effective in improving the student's reading comprehension at SMPN 3 Sungguminasa Gowa.

D. Research Significance

1. Theoretical Significance

The research significance of this research is expected to add an empirical evidence to support the learning theory of reading and Sustained Silent Reading in improving the students' reading comprehension.

2. Practical Significance

It is expected to be valuable information and give a meaningful contribution for teachers in learning process to create a good class to increase the students' comprehend, so that they interested in learning English. There were some practical significance of this research are as follows:

a. Students

The researcher hopes it can help the students' to improve their comprehension in reading and the students' can enjoy when they learn English and it can present a happy and funny situation in learning process.

b. Teacher

The researcher hopes this research the teachers can make the students interest in English learning especially in reading text. Besides, this learning model can be used as effective learning model in the process of learning reading text.

c. Researcher

The researcher hopes this researcher can be develop by the next researcher in different skill and participant.

E. Research Scope

The scope of this research focuses on the use of Sustained Silent Reading in teaching reading comprehension on narrative text in fable. The researcher chooses narrative text because it is related with syllabus and textbook at the first semester. The researcher will conduct this research at the second year students' of SMPN 3 Sungguminasa, Gowa.

F. Operational Definition of Term

There are two operational definition of term in this research, we can see in the follows:

1. Reading Comprehension

Reading Comprehension is a process of interaction between readers and authors indirectly to get information or message. According to Harris and Sipay (1980: 8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world

2. Sustained Silent Reading

The Definition of *Sustained Silent Reading* According to Herman Anderson et al (1987:7) said that is improves students comprehension, vocabulary knowledge, ability to monitor their own reading for sense, disposition to read independently and English grammar skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter was divided into four main sections, namely reviews of relevant research findings, reviews over some theories and concepts about the key issues in this research, theoretical framework and hypothesis.

A. Some Previous of Related Research Findings

There are some researcher have done the ways of providing reading materials the students in order to increase in learning reading comprehension.

1. Adi Sujaya (2013) Conducted a research entitled *"Improving the Students' Reading Comprehension through Sustained Silent Reading Method at the second year students of SMPN 2 magwi Academic Year 2012-2013"* The result of the research shows that the use Silent Reading was effective to be used as a good technique in teaching reading comprehension. Besides that, teaching reading comprehension through sustained Silent Reading also able improve and maintain the students' motivation, desire, interest, and enjoyment in learning English as it was shown by the result of the questionnaire. The student enjoyed the teaching and learning process of reading descriptive paragraph through Silent reading Therefore, the technique could also reduce the students' boredom in learning English especially in reading descriptive paragraph.

2. Iqbal Nurul Azhar (2009) Conducted a research entitled "*The Implementation of Sustained Silent Reading Method to Improve Student's Reading Skills at English Department Trunojoyo University*", The use of Sustained Silent Reading method helps students improve their reading skills. They can be more independent in reading. Through SSR they can study Reading Comprehension subject in a more interesting way. This is very important since it can ease their unconfident in facing many textbooks written in English language.
3. Hapid Ali (2012) Conducted a research entitled "*The Use of Silent Reading in Improving Students' Reading Comprehension and Their Achievement in TOEFL Score at a Private English Course*" The result of the research shows that the use of silent reading has a significant and positive influence toward improving students' reading comprehension and their achievement in TOEFL Score on the study object. Having investigated the influence of the students' ability in silent reading comprehension on their achievement in TOEFL score.

Considering some findings of research above there were many techniques to improve the students reading comprehension and make the process in learning more meaningful. Based on statement above, the researcher concluded that to improve the students reading comprehension the teacher have to apply some various learning models. It means that, the method can be interested and motivated the students in learning process. From the consideration, the researcher

decided to apply same method in teaching reading comprehension to find out the students' comprehend of SMPN 3 Sungguminasa, Gowa.

To make distinguish with my existing research were, the first previous research have discussed about using *Sustained Silent Reading* method in teaching reading comprehension recount and report text, while the researcher made a research using narrative text.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Many students said that they have read a book but then what they were asked about the main idea of book, they said that is nothing. It is not reading of all, except partly. Read one book without any comprehension on their reading cannot be called reading.

Reading is a complex activity process of decoding symbols in order to construct of derive meaning. According to Smith (1980: 6) stated reading was a transition of information process where the author was regarded as the informant and the reader. On the other hand, receive during reading process the reader interacted with the author.

In addition, Harmer (2007: 99) stated that, Reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. In another word, reading is beneficial activity

because students not only get the information from the text but also can increase their English ability indirectly.

Grellet (2010: 8) stated that, Reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. It can be said that reading is an active activity because before the readers read the text, they have to suppose what the writer will talk about by seeing the title, picture, clues, or the first and last paragraph, skimming the text to check their hypotheses and to get the information what they are looking for, revision then reread the text for more detail. As Snow (2007: 113) stated, the best way to understand Reading is therefore to see it as a process of active guessing in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally as quickly as possible.

Nuttal (1982: 5) stated that Reading is to recall, to understand, to interpret, and to analyze the printed page. Smith and Robinson (1980: 6) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interacts with and try to reconstruct what the writer wishes to communicate.

Based from arguments above, reading is an interaction between reader and the writer where the reader tackles what the writer means. The writer expresses it by giving attention, encoding, and emotion.

b. The Types of Reading

According to Nash (1984: 76) classified Reading into 3 (three) reading. They are oral reading, silentreading, and th efficient reading.

1) Oral Reading

Oral Reading is a reader vocalises the printed words one by one. Thus a reader who does oral reading must have a good pronunciation oral reading is used when a readislearning to combine words with meaning.

2) Silent Reading

Silent Reading does not mean that a reader reads without sound. But the reader may sound in respond to words, but there is no nee say each word. A well-educated in silent reading only says the word in his mind, the fore, the man silent reading understand without any references to pronounce stress on interaction.

3) Efficient reading

Efficient Reading includes both intensive and extensive reading. Intensive reading refers to the work done by the students in class. A student may extensive reading when he is studing for examination.

c. The kinds of Reading

According to Nash (1984: 77-78) there are some kinds of reading. There are following kinds of reading.

The first is skimming, this is the easiest and fastest kind of reading. If a reader skims reading material, he just reads the sign posts or clues in the selection such as the heading and the topic sentence. it is a rapid reading and you are only focusing on

the title, headings, topic sentence, sign posts to get the main idea. Example surveying a chapter or article, reviewing something you've read, choosing a magazine/book to buy in the bookstore.

Secondly is scanning, when the reader's purpose is to locate a particular information in the text, he resorts to this kind of reading- scanning. He does this by browsing over the pages and giving a quick look over them. It's also a rapid reading in which you're only getting the keywords. Usually it answered by what, who, where, when, how.

The third is exploratory reading, this is done when the reader wants to know how the whole selection is presented. It aims to get the accurate picture of the whole presentation of ideas. How the whole selection is presented. It is referring to structure, method of paragraph development, Examples: long articles in magazines, short stories and descriptive text.

The fourth is analytic reading, a careful examination of each work to identify word relationship is the main purpose of analytic reading. it is a careful attention to each word and its importance in relation to other words in the sentence or the paragraph. Reading mathematical problems, scientific formulas, and certain definitive statements of key ideas that require a questioning/inquisitive mind.

The fifth is critical reading, this makes the reader weigh facts, information, or ideas presented in the selection, so that he, too, can perform judgments, or conclusions about them. In this, you are questioning, analyzing, and evaluating the

text using your critical thinking skills. Example reading done in periodicals, books, ads which are loaded with propaganda devices designed to sway opinions.

The sixth is narcotic reading, this is done by a person who wants to get rid of his everyday troubles, depressions, frustrations, problems, through reading magazines, stories, novels, essays, and others. This is done by those people who are frustrated and depress and they use reading as their hobby to get rid of their problems.

The seventh is extensive reading, if the reader spends his leisure time by reading any kind of material that is interesting to him, he will consider his act of reading extensive reading. It is reading for pleasure and the main purpose of this is to relax and enjoy. Example, comics, humorous stories, tales, novels, short articles in the newspapers and magazines, jokes, and other forms of light reading materials.

The eighth is intensive reading, doing serious reading books, periodicals, and other library materials for research work or a report is the main concern of this kind of reading, it is a careful or in-depth reading, example the kind of reading you do when you study, prepare a term paper, or an oral report.

The next is developmental reading, in case the reading activities of a person are under a comprehensive reading program that consists of several stages starting from the reader's preschool period to his collegiate level developmental reading is the kind of reading that this reader submits to himself. It is done when a reader is under a comprehensive reading program that lets him go through stages & monitors him.

The last is idea reading. This is to get the main idea of material. This involves the three psychological processes of reading-sensation, perception and comprehension. We're only getting the main idea on the paragraph.

d. Reading Process

According to Woridijoyo (1989:10-11) puts forward some state or reading process as follow:

1) Perception

The perception here indicates the ability to read word a significant unit.

2) Comprehension

The comprehension refers ability to make the author or writer word conductive to useful through as read in contexts.

3) Reaction

The reaction is the action that requires consideration in connection with what has been by the author.

4) Integration

The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience.

e. The Purpose of Reading

According to Harmer (2007) reading itself has any aims. The reader has to establish their purpose before reading. Someone may want to get information, read for gist, to study or in order to critique a writers' idea or writing style. Someone also

read for enjoyment, or to expand knowledge of the language being read. Reading for gist is done to get the main points of the text, it is done by skimming. Reading for get information is done to find specific information that done by scanning. Reading for study is necessary in any situation where reader may have to study text in English language. This was done by intensive reading skills.

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

According to Smith (1980 :9) Comprehension is a dynamic process in which information from the text and knowledge processed by the reader interact to enable the reader to construct meaning before, during, and after reading.

According to Mayor (2005) Reading Comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind. Turner Alexander (1998) points out that Reading Comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending.

Based on definition above, we may concluded that Reading Comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the two persons communicate through the medium print.

b. Reading Comprehension Level

There are various levels in hierarchy of thinking. According to Smith (1980: 10-11) categories the level of reading comprehension skills level into four levels, such as literal reading, interpretative reading, and critical reading and creative reading.

The first level is *literal reading* is the most obvious, it is the skill of getting the primarily direct literal meaning of words, ideas or sentence in context of the basic of literal comprehension are recognizing stated main ideas detail and effect and sequence.

The next is *interpretative reading* or inferential level comprehension, this level, students goes beyond what is said for deeper meaning. They must be able to read crucially and analyze carefully what they have reading.

The third level of reading comprehension is *critical reading* or applied reading where by ideas information is evaluated. Critical level compares previous experience to elements and new materials, such as content style, expression, information and ideas or values of the author.

The last is about *creative reading*. It involves going beyond the materials presented by author. Creative reading requires the reader to use then imagination. In creative reading, the reader tries to propose new alternative solutions to the by the writer.

c. The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

1) Bottom-up processing

According to Brown (2001: 299) bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers. It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

2) Top-down processing

As stated by Hudson (2007: 37) top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text. The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

3) Interactive processing

Brown (2001: 299) stated that interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says. It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

d. Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Below four factors affecting reading comprehension are presented.

1) Background knowledge of the text

Students' background knowledge of the text is one of the factors affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. As stated by Alderson (2000: 32) the students' background knowledge is important since the

students start to make connections about what they already know in order to construct meaning.

2) Affection

According to Alderson (2000: 32) affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers.

3) Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want to find out. Alderson (2000: 32) stated that a reader can have problems in understanding a text if he reads with no particular purpose in mind.

4) Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. According to Klinger (2007:47) mastering much vocabulary, the reader can construct the meaning of the text easily.

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader's background knowledge of the text, the reader's motivation and interest in reading, the reader's purpose of reading, and the reader's vocabulary mastery. All of those factors relate to each other in influencing the reader's reading comprehension ability.

C. The Concept Sustained Silent Reading (SSR) Method

1. Definition of Sustained Silent Reading (SSR) Method

Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. Hunt (1970: 1) SSR method is a time when everyone including the teacher, read silently for a given period of time. The aims to improve the reading comprehension are the pace of students reading, vocabulary skills, and spelling. Students, and ideally their teacher, silently read a book of their choice for a set amount of time. Sustained Silent Reading appears in variety of forms depending upon the level of school and needs of the students.

Sustained Silent Reading is a complex intellectual process that encompasses two major abilities, namely mastery, meaning, and the ability to think about verbal concepts Jim Trelease (1973: 3) in Sustained Silent Reading occurs simultaneously a two-way concentration in the mind of the reader. The reader actively reveals the expression of sounds, symbols of writing, and the language used by the author in order to understand the meaning contained in the text. Therefore, the reader is required to express the meaning contained in the text. The meaning received readers processed in his brain to generate a critical and creative mind.

The purpose for Silent Reading was first outlined by Hunt (1970:5) it is often said that Silent Reading is based on one simple principle: reading is a skill. As with most skill, the more you practice it, the better you became it. The less you use it, the more difficult it is.

Dowling Central (2001) stated that most skill like swimming you will never forget once you learn them. But in order to get better at either reading or swimming, you must jump into the book or the water and do it over and over. Research has shown that reading ability is positively correlated with education published by National Centre for Education Statistics. That report also indicated that students who read for fun at least once a week had higher average reading proficiency abilities than those who reported never or hardly ever reading for enjoyment.

Silent Reading is often such as a controlled class activity that the students are enabling to read effectively and efficiently on their own. It is a skill to criticize what is written. To discuss something written means to draw inference and conclusion as well as to express a new idea on the basis of what is being read.

Sustained Silent Reading is one of those common sense ideas that is so obvious and uncomplicated it is often overlooked in today's complex educational scheme Jim Trelease (1973: 5). In silent reading, the students read and write the more their prior knowledge grows which in turn strengthens their ability to construct meaning as they read Allington and Cunningham (1996:11).

Moreover, the students considered at risk need more time to read-really read in real texts. In contrast to drills in particular skills. The teacher and the students reading text at their independent reading level for an uninterrupted period of time.

Some researcher conducted research on the use of SSR method which shows the positive attitude of the students toward the sustained silent reading method. The result of the researchers is cited below:

McCracken (1971:3) used the sustained silent reading method in reading classes at all grade levels. He found that SSR method on students reading include improvement in reading skills and vocabulary acquisition as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit.

Wie Sendanger and Bader (1989:7) in their survey indicates that sustained silent reading method can affect the reading habits of the students even after they have completed the program it has also been found that SSR has the greatest positive effect on students of average reading ability and improved comprehension.

2. Why Silent Reading?

Over the last few years standardized test have shown us that our student are improving reading, spelling, and vocabulary skill, but are still lagging behind state and national averages. However, the best way to improve student vocabulary, reading comprehension, reading pace, and spelling remains through reading itself. Silent reading offers out students the time opportunity to independently explorer and practice their reading skill in regular, pleasurable, and stress free manner. By devoting is minute a day to reading, our students could get up to 45 hours additional reading time per year.

3. The Goals of Sustained Silent Reading (SSR) Method

- a) To help students develop a good habit of reading
- b) Students interact directly with the content of reading, can understand the contents of the discourse that is read appropriately
- c) Increase concentration in reading in the heart
- d) The student can read the text of the text and be able to deduce the content according to your own words.
- e) The ability of students to understand English in the form of text is increasing.
- f) Improve their English proficiency in the long run

4. The Advantages of Sustained Silent Reading (SSR) Method

Hunt (1970: 32) said that there are some advantages of sustained silent reading method are as follows:

- a) When students interact with the text and non stop reading, their reading comprehensions improve.
- b) They become more aware of how texts are constructed.
- c) They make them more critical of text. They can take the information that has been included and excluded from the text.
- d) This also makes them more critical about the words and sentences construction on that the writer chooses.
- e) As the students' understanding of how text is constructed improves, so she does their own writing.
- f) SSR method can make the students' text book more interesting.

- g) SSR offers students an opportunity to read materials to figure out new words their own choice.
- h) We can spend reading independently outside of school with help of parents, as children ask for books to read at home.
- i) SSR can make the students enjoy that reading.

5. The Teaching Procedure of Sustained Silent Reading (SSR) Method

According to (Hunt, 1970: 34), teaching procedure of SSR as follows:

- a) SSR will run from 10:23 to 10:38 (is minutes).
- b) Teachers are bought a book and choice the topic to sustained silent reading.
The students read silently for the full 15 minutes.
- c) Reading material may sources from children's book, comic books short story books, news paper, journals, magazines, literature books etc.
- d) Students should not sleep or do homework (other than reading assignments) during sustained silent reading.
- e) SSR most effective when adults model reading by reading alongside their students, teacher demonstrate that reading is a valued activity and important to every discipline and content area.
- f) Teachers are encouraged to read with their students.
- g) SSR is not intended to create additional work for teachers. Grade and evaluations of students will be a part of SSR. Teachers can, however

emphasize the enjoyment of reading and purpose of SSR by asking some questions to the student.

C. Theoretical Framework

Reading is one of the language skills students need to acquire, because reading can develop their knowledge and language skills. When students read the text, they must understand and interpret the ideas of the text, so they can get information and messages from the author. One of the problems with reading text is that students sometimes cannot understand the text correctly when classrooms are noisy, students cannot concentrate on reading.

The purpose of learning English text in junior high school, students must understand the main ideas and specific information related to the text. To solve student problems, teachers can use sustained silent reading method in reading activity; this method can help students develop their reading skills. Sustained silent reading method is one of the activities where students focus more on interacting with the text. In this lesson, students are given text reading, and then they select the text they like to read. This is useful to make them enjoy in class.

According to the above statement, there are challenges for foreign language teachers to provide language exposure and provide learning opportunities through classroom activities. In the classroom, teachers have significant rules for bringing fun classes to students. Thus, teachers should try to get students to read and develop skills aimed at improving reading motivation. Teachers should persuade students to have a

reading goal, because this is part of an effective motivation. The purpose of the reader determines how he treats a part and the comprehension skills the use.

I. Hypothesis

Sugiono (2013: 96) stated that the hypothesis is a temporary answer of problem statements which have been expressed in question sentences. Based on the problem above, it can be hypothesized that:

- a. *Null hypothesis (HO)*: Teaching reading using Sustained Silent Reading (SSR) is not effective to improve students' reading comprehension.
- b. *Alternative Hypothesis (HI)*: Teaching reading comprehension using Sustained Silent Reading (SSR) is effective to improve the students' reading comprehension

CHAPTER III

RESEARCH METHOD

This chapter explains the research tradition or paradigm used to reveal the focus issues in this research. It contains research method, research design, variables, population, sample, instrumentations, data collection procedures, data analysis techniques and statistics procedures employed in this research

A. Research Method

1. Research design

In this research, the researcher applied Quasi Experimental Research. According to Arikunto (2010) Quasi-experimental research designs, like experimental design, test casual hypotheses. In both experimental and quasi experimental designs, the program is viewed as an ‘intervention’ in which a treatment-comprising the elements of program being evaluated is tested for how well it achieves its objectives, as measured by a pre-specified set of indicators. It aims at to finding out the effectiveness of using *Sustained Silent Reading Method* to improve the students’ reading comprehension at SMP Negeri 3 Sungguminasa Gowa. In this design involved into two groups, the experimental group and the controlled group. Experimental group was applied Sustained Silent Reading Method in treatment and the controlled group receive usual treatment or conventional ways as the habitually of the teacher and students in learning process, here the conventional method was speech method. Both groups were given pre-test and post-test as designed as follows.

Experiment class = $O_1 \times O_2$
Controlled class = $O_3 \quad O_4$

(Sugiono, 2013: 79)

Where:

O_1 = pre-test for experiment class

O_2 = post-test for experiment class

O_3 = pre-test for control class

O_4 = post test for control class

X = treatment

2. Research Variable

Research variable as stated by Sugiono (2013; 16) is an attribute or trait or value of people, objects, or activities that have a certain variation defined by researcher to learn and then make conclusions about it. The kinds of variable is consist dependent variable and independent variable. Independent variable is the variable that influences another variable to achieve what is expected by researcher. Whereas, the dependent variable is the result of that expected through implement of the independent variable.

There were two research variables, they were:

- a. The dependent variable was Students' Reading Comprehension.
- b. The Independent variable in this research was Sustained Silent Reading method.

B. Population and Sample

1. Population

According to Arikunto (2010: 130) population was entire of research subject. The population of this research was the students' at the second grade students at SMP Negeri 3 Sungguminasa Gowa. There were 270 students at second grade that divide into nine classes from VIII.A, VIII.B, VIII.C, VIII.D, VIII.E, VIII.F, VIII.G, VIII.H, and VIII.I. Each class consists of 30 students.

2. Sample

Arikunto (2010: 131) stated that sample was a part or representative of the research population which was researched because there are many second grade students at this school, it is not possible if the researcher take all the students as the samples. Sample would be selected by using purposive sampling technique. Sugiono (2013: 126) stated that purposive sampling technique was a technique to determine sample with a certain consideration.

The researcher chose class VIII A as the experiment class and class VIII D as control class which consist 30 students each class. The reason why the researcher chose VIII A and VIII D because these both of classes were recommended by their teacher and their average score of English at the last final exam were highest than other class besides that these class can cooperate with the researcher.

A. Research Setting

1. Location and time

This research took place at SMPN 3 Sungguminasa Gowa in academic year 2017/2018. This research was done at second grade. Actually, there were 9 classes in second grade. Which each class consists 30 students. In lesson activities, English has schedule at Monday and Thursday or twice in a week. The researcher took two classes, were class VIII A and VIII D. During a research, I taken for six meetings, which one meeting in taken pre-test, five meetings did treatment, one meeting did pre-test and post-test. On the 21th November 2016, I conducted observation in SMP Negeri 3 Sungguminasa Gowa by interviewing both of teacher and students' to know their problem English Learning process. After presenting my draft on August 4th 2017, I came back to the school to do making a researcher this research lasted for one month, started on August 28th until September 14th 2017. After that, I analyzed my data for two weeks and I examined on 2th October 2017.

2. School Profile

This researcher took at SMPN 3 Sungguminasa Gowa, which located on Jl. Mustafa Daeng Bunga, Romang polong Gowa regency, South Sulawesi. This school was built since the school year 2007/2008 which is the third school in SMK Negeri 1 Somba opu and SMK 2 Somba opu. SMPN 3 Sungguminasa has 27 classes, which each grade consists nine classes. The total numbers of the students were 1,096 students. Zakaria Rafsal S. Pd. as headmaster of SMPN 3 Sungguminasa Gowa, and Meryam S. Pd. as English teacher.

C. Research Instrument

1. Test

Sugiono (2013: 135) stated that research instrument was used to measure the value of what were researched. In this research, the researcher used test method as the instrument.

The researcher used the reading test to collect the quantitative information about the real objective. In this research, the researcher used multiple choices, where the kind of the text is narrative text in fable. There are four texts and in each text consist of 5 questions. In this case the researcher used a test as tool to determine the ability of students' to understand the material being taught.

D. Data Collection Procedure

To collect data, the researcher was used some procedures as follows, such as pre-test, treatment, and post-test.

1. Pre-Test

Before doing treatment, the students' were given pre-test to know the students comprehension. It intends to see the students' prior knowledge on reading comprehension.

2. Treatment

After giving pre-test, the students were treated for six meeting in class VIIIA implementing the Sustained Silent Reading Method. There were some explanations of the treatment that have I taught by Sustained Silent Reading Method in the experimental class.

The first treatment was conducted at Monday, 28th august 2017. It was the first day the researcher came in their class with some steps as following:

- a) The researcher gave saying to the students
- b) Students responded the researcher greeting.
- c) The researcher asked the students to introduce themselves.
- d) The researcher explained about the purpose of the learning process.
- e) The researcher explained about narrative text.
- f) The researcher gave the students pre-test.

The second treatment was conducted in Thursday, 31th august 2017. The topic is *The Greedy Mouse* with some steps as following:

- a) The researcher gives saying to the students.
- b) The student responded the researcher greeting.
- c) The researcher explained to the students about sustained silent reading
- d) The researcher explained about narrative text.
- e) The researcher prepared several paper of reading text under the title of "*The Greedy Mouse*".
- f) The students read the text and understood the text
- g) The researcher explained the generic structure of the narrative text
- h) The researcher asked the student about the material.
- i) The student answered the researcher question
- j) The researcher made conclusion about the material .

The third meeting was conducted in Monday, 4th September 2017. The topic is “*Hurry Wolf*” with some steps as following:

- a) The researcher gave saying to the student.
- b) The student responded the researcher greeting.
- c) The researcher explained to the students about sustained silent reading
- d) The researcher prepared several paper of reading text under the title of “*Hurry Wolf*”
- e) Every student got one paper.
- f) Every student read silently for the 10-15 minutes and found the meaning of the text.
- g) The student analyzed the generic structure of the narrative text
- h) The researcher asked the student about the material.
- i) The student answered the researcher question
- j) The researcher made conclusion about the material

The fourth treatment was conducted at Thursday, 7th September 2017. The topic is “*The proud lion*”, with some steps as following:

- a) The researcher gave saying to the students.
- b) The student responded the researcher greeting.
- c) The researcher asked the students about last meeting’s material.
- d) The researcher explained to the students about sustained silent reading.
- e) The researcher prepared several paper of reading text under the title “*The proud lion*”

- f) Every student got one paper.
- g) Every student read silently for the full 10-15 minutes
- h) The student analyzed the generic structure of the narrative text
- i) The student answered the question of the text
- j) The researcher asked the student about the material.
- k) The researcher made conclusion about the material

The fifth treatment was conducted at Monday, 11th September 2017. The topic is “*The greedy mouse*”, with some steps as following

- a) The researcher gave saying to the students.
- b) The student responded the researcher greeting.
- c) The researcher reviewed the last meeting’s materials.
- d) The researcher explained to the students about sustained silent reading.
- e) The researcher gave the students reading text under the title “*The greedy mouse*” there are ten questions in the text.
- f) Every student got one paper.
- g) Every student read silently for the full 10-15 minutes
- h) The students answered the question
- i) The researcher asked the student about the material.
- j) The researcher made conclusion about the material

The sixth treatment was conducted at Thursday, 14th September 2017. . It was the last meeting in class VIII A with some steps as following:

- a) The researcher gave saying to the students.
- b) The student responded the researcher greeting.
- c) The researcher explained about the purpose of the learning process.
- d) The researcher explained about the last material
- e) The researcher gave post-test to the students.

3. Post-test

Post-test is a form of question given after material has been delivered. In short, the post test is currently teaching materials evaluation end of the day was given. It aims that to know their improvement knowledge about reading After giving treatment, the post-test was conducted to find out the value of treatment whether or not the result of the post test is better than the result of pre-test. In post test, the researcher distributes the test which the same as the test in pre- test. This test intends to find out whether or not there was an improvement in reading narrative text

E. Technique of Data Analysis

The researcher was collected the data through pre-test and post-test analyze with the following formula:

1. Scoring the students' of pre test and post test by using this formula Score:

$$score = \frac{\text{The number of correct answer}}{\text{The total number of test items}} \times 100$$

(Arikunto, 2006)

2. Mean Score

To calculate the mean score of the students' comprehension by using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

(Gay, 2006)

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = the Number of Students

3. Computing the frequency and the rate percentage of the students' score:

$$P = \frac{f}{N} \times 100\%$$

(Sudjiono, 2014)

Where:

P = Percentage

f = Frequency

N = the total number of students.

4. The score is classified based on the following classification:

No.	Score	Criteria
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Fairly good
5.	50-59	Fairly Poor
6.	40-49	Poor
7.	< 40	Very poor

(Depdikbud: 2012)

5. Calculating of standard deviation of each total score of pre-test and post –test, the researcher use the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

(Gay, 2006)

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$ = the square of the sum; all the scores are added up and the sum is square, total.

6. To answered question research, I would use this formula. The formula used in finding out the difference between students' score reading ability.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Gay, 2006)

Where:

T = test of significance

\bar{x}_1 = mean score of experimental group

\bar{x}_2 = mean score of controlled group

SS_1 = sum square of experimental group

SS_2 = sum square of controlled group

n_1 = number of students of experimental group

n_2 = number of students of controlled group

7. The result of the *t test* was compared with *t table* to answer hypothesis.

$t \text{ table} < t \text{ test} = \text{Effective}$

$t \text{ table} > t \text{ test} = \text{Not effective}$

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test either in experimental class or control class.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The data were collected from 60 students of second grade at SMPN 3 Sungguminasa Gowa which consist of two groups, they are VIII A and VIII D. The test consisted of pre-test and post-test. The pre-test was given to find out the students' background knowledge on reading before presenting Sustained Silent Reading Method and the post-test was given to find out the enhancement of the students' reading comprehension after giving the treatment.

1. The Classification of Students' Pre-test in Experimental and Controlled Class

The table 1 and 2 showed the classification of the students' reading comprehension at the second grade of SMPN 3 Sungguminasa Gowa in pretest scores in experimental and controlled class.

Table 1
The rate percentage of score experimental class in Pre-test at VIII A

NO.	CRITERIA	SCORE	Frequency(f)	Percentage (%)
1.	Excellent	90 – 100	0	0%
2.	Very good	80 – 89	0	0%
3.	Good	70 – 79	0	0%
4.	Fairly good	60 – 69	5	16%
5.	Fairly poor	50 – 59	7	24%
6.	Poor	40 – 49	9	30%
7.	Very poor	< 40	9	30%
Total			30	100%

Table 1 above shows that in pre-test, the students neither got excellent nor very good, there were 5 (16%) students got fairly good, 7 (24%) students got fairly poor, 9 (30%) students got poor, and 9 (30%) students got very poor. It means that, the students' score in before give treatment was very low.

Table 2
The rate percentage of score controlled class in Pre-test at VIII D

NO.	CRITERIA	SCORE	Frequency(f)	Percentage (%)
1.	Excellent	90 – 100	0	0%
2.	Very good	80 – 89	0	0%
3.	Good	70 – 79	0	0%
4.	Fairly good	60 – 69	7	24%
5.	Fairly poor	50 – 59	5	16%
6.	Poor	40 – 49	7	24%
7.	Very poor	< 40	11	36%
Total			30	100%

Table 2 above shows the rate percentage and the frequency of the student's controlled class in the pre-test, the students got neither very good nor good. 7 (24%) students got fairly good score, 5 (16%) students got fairly poor, 7 (34%) got poor score and 11 (36%) got very poor score. It means that, the students' score before given treatment were low.

2. The Classification of Students' Post-test Scores in Experiment and Controlled Class

The table 3 and 4 showed the classification of the students' reading comprehension at the second grade of SMPN 3 Sungguminasa Gowa in post-test scores in experimental and controlled class.

Table 3
The rate percentage of score experimental class in Post-test at VIII A

NO.	CRITERIA	SCORE	Frequency(f)	Percentage (%)
1.	Excellent	90 – 100	0	0%
2.	Very good	80 – 89	6	20%
3.	Good	70 – 79	15	50%
4.	Fairly good	60 – 69	7	24%
5.	Fairly poor	50 – 59	2	6%
6.	Poor	40 – 49	-	-
7.	Very poor	< 40	-	-
Total			30	100%

Table 3 above shows that in post-test, 6 (20%) the students got very good, 15 (50%) students got good, 7 (24%) students got fairly good 2 (6%) students got fairly poor, and no one student got excellent, poor and very poor. It means that, the using of

Sustained Silent Reading Method was effective to improve the student's reading comprehension.

Table 4

The rate percentage of score controlled class in Post-test at VIII D

NO.	CRITERIA	SCORE	Frequency(f)	Percentage (%)
1.	Excellent	90 – 100	0	0%
2.	Very good	80 – 89	0	0%
3.	Good	70 – 79	2	10%
4.	Fairly good	60 – 69	10	32%
5.	Fairly poor	50 – 59	7	22%
6.	Poor	40 – 49	8	26%
7.	Very poor	< 40	3	10%
Total			30	100%

Table 4 above shows that in post-test, the students neither excellent nor very good, there were 2 (10%) students got good, 10 (32%) students got fairly good, 7 (22%) students got fairly poor, 8 (26%) students got poor, and 3 (10%) students got very poor. It means that, the students score in post-test in control class very low or not enhancement from pre-test.

Based on the table 3 and 4 above, it can be concluded that the rate percentage in post-test of experimental class was higher than the rate percentage in post-test of controlled class, there were 6 (20%) students got very good in experimental and none of students at controlled class got the same score.

3. The mean score and standard deviation of experimental and controlled class.

After calculating the result of the students score, the mean score and standard deviation of both classes be presented by the following table.

Table 5
The mean score and standard deviation of experimental and controlled class in pre-test

Class	Mean score	Standard deviation
Experimental	42,67	12,84
Controlled	43,3	12, 91

The table above shows that, the mean score of experimental class in pre-test was (42,67) and the standard deviation of experimental class was (12,84) , while the mean score of controlled class was (43,3) and its standard deviation was (12,91). It means that, the mean score of pre-test and controlled class was very low before got treatment.

Table 6
The mean score and standard deviation of experimental and controlled class in post-test.

Class	Mean score	Standard deviation
Experimental	71.5	15,61
Controlled	52,5	11,42

The table above shows that, the mean score of experimental class in post-test was (71.5) and the standard deviation of experimental class was (15,61), while the mean score of controlled class was (52,5) and its standard deviation was (11,42). It means that, the mean score of controlled class was lower than the mean score of experiment class.

Table 7
The mean score and standard deviation of experimental class and controlled class in pre-test and post-test

Class	Mean score		Range	Standard deviation	
	Pre-test	Post-test		Pre-test	Post-test
Experimental	42,67	71,5	28,83	12,84	15,61
Controlled	43,3	52,5	9.2	12,91	11,42

The table 7 shows that, the mean score of experimental class in pre-test was (42,67) and the standard deviation of experimental class was (12,84), and the mean score of controlled class in pre-test (43,3) and its standard deviation was (12,91). While the mean score of experimental class in post-test of controlled was (71.28) and the standard deviation of experimental class was (15,61), the mean score of controlled class in post-test was (52,5) and standard deviation was (11,42). It can be concluded from both of the tests; the experimental class gained the greater mean score than the controlled group

4. Test of Significance Testing

The significance score between experimental score and control class can be known by using the t-test. The result of the t-test can be seen in the table 8.

Table 8

Distribution the value test of t-test and t-table in post-test

Variable	t-test	t-table
Post-test	5.654	1,671

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test ($5,654 > 1,671$), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class which got treatment by using Sustained Silent Reading Method with controlled class who taught by conventional method. The statement was proved by the t-test value (5.654) which was higher than t-table value (1,671), at the level of significance (α) 0.05 and the degree of freedom (df) 58.

B. Discussion

The method of *Sustained Silent Reading* is one of the cooperative learning that learning results obtained through cooperation with others. The cooperation can be done in a variety of forms both groups and in a formal learning environment that occur naturally. Besides, learning community correlates with the real object or daily life to make students easier to understand the material because the students' can get helping from his/her friend.

Sustained Silent Reading method is a suitable method applied in the classroom in teaching reading at second grade of SMPN 3 Sungguminasa Gowa. The result of this research showed that this method have influence on improving students' reading comprehension. *Sustained Silent Reading* method is a method that designed for giving student a skill to overcome the problems. So that, they become addicted to learn more and increased students' reading.

The researcher found that applied *Sustained Silent Reading* method was effective in improving the students' reading comprehension (see the table 3 and table 4). It was indicated by the total pre-test of experimental group that was 1.280 with the mean score 42.67 and it post-test was 2.145 with mean score was 71.5. Meanwhile, the total of the pre-test and post-test of the controlled group was 1.330 with the mean score was 44.3 and it's the post test was 1.575 with mean score 52.5 The result of the t-test both groups, experimental and controlled group was higher than t-table result ($5.654 \geq 1.671$).

The researcher concluded that the using of *Sustained Silent Reading* method in teaching reading is effective. It was proved by the result of the data analysis after being with t-table (1.671) with the t-test (5.654). Moreover, the researcher also are supported from Adi Sujaya (2013) Conducted a research entitled "*Improving the Students' Reading Comprehension through Sustained Silent Reading Method*", He concluded the use Sustained Silent Reading was effective to be used as a good technique in teaching reading comprehension. teaching reading comprehension through Sustained Silent Reading also able improve and maintain the students' motivation, desire, and enjoyment in learning English.

To sum up, based on the the result of this study, which showed the students' scores were higher after the treatment in experimental class using *Sustained silent reading* method. The use *Sustained Silent Reading* method for teaching reading was surely beneficial to increase students' ability. In summary, the researcher asserted use *Sustained Silent Reading* method was important to apply on teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusion

From the discussion in previous chapter, it can be concluded that using of *Sustained Silent Reading* method is more effective than conventional (speech method) method because *Sustained Silent Reading* method improved the students reading comprehension.

The students reading comprehension towards narrative text before using *Sustained Silent Reading* method was very poor (9 or (30%). It was different from the students reading comprehension after using *Sustained Silent Reading* Method. There was significance improvement of the students' post-test of experimental class from 30 students, where there were 6 (20%) students got very good, 15 (50%) students got good and good score, 7 (24%) students got fairly good and, 2 (6%) , and no one student got poor and very poor. It can be concluded that the main score of the students increase from the **very poor** (42.67) become **fairly good** (71.5). The test value was 5.654 and the table was 1.671, it meant that H_1 was accepted explaining that *Sustained Silent Reading* was effective to improve the students reading comprehension of SMP Negeri 3 Sungguminasa Gowa and the null hypothesis (H_0) was rejected.

B. Suggestions

Based on the conclusion above, the researcher presents some suggestions as follows:

1. The teacher should be creative in teaching reading. They should use different technique in teaching to avoid students feel bored in class. One of technique that the researchers suggest is Sustained Silent Reading. Because it can make students active, enthusiastic and help each other in class.
2. The teacher should be able to manage the class to make the students more active in teaching English, especially in learning and teaching reading comprehensive.
3. The teacher should make the students ready before the reading class begin such as giving question and answer or discussion about the news that related the material, such as narrative text, descriptive, and recount.

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UNIVERSITAS ISLAM NEGERI

ALAUDDIN

MAKASSAR

APPENDIX I

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(I)

Sekolah : SMPN 3 SUNGGUMINASA
Topik : Narrative Text
Kelas/Semester : VIII/ 1
Keterampilan : Reading
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 X 40 Menit

A. Standar Kompetensi

Memahami makna teks tulis yang berbentuk narrative secara benar dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna secara tepat, akurat dan fasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

C. Indikator

1. Siswa mampu membaca teks dengan baik dan benar.
2. Siswa mampu memahami makna teks narative berbentuk fable
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative.
4. Siswa mampu menjawab dan mengerjakan soal – soal yang diberikan.

D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

E. Materi Pembelajaran

Teks tertulis berbentuk *Narrative Text*

Fungsi Sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur Teks :

- Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- Evaluasi: terhadap masalah yang dihadapi tokoh
- Komplikasi: muncul krisis
- Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan:

- Adverbial penghubung waktu: *first, then, after that, before*, dsb.
- Adverbial dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.

Topik: Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan

F. Metode Pembelajaran

SSR (Sustained Silent Reading) method

G. Kegiatan Pembelajaran

Pertemuan 1

No.	Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan/ kegiatan awal	1. Peneliti mengawali aktivitas dalam kelas dengan memberi salam dan tegur sapa kepada peserta didik. 2. Peneliti mengecek kehadiran siswa. 3. Peneliti menyampaikan hal-hal yang akan dilakukan oleh peserta didik 4. Peneliti memperkenalkan secara umum	10'

		tentang metode <i>Sustained Silent Reading</i> .	
2	Kegiatan Inti	<ol style="list-style-type: none"> 1. Peneliti menjelaskan tentang <i>Narrative Text</i> 2. menjelaskan tentang generic structure (orientation, complication, resolution) 3. Peneliti membagikan teks berbentuk <i>Narrative Text</i> kepada tiap-tiap peserta didik. 4. Peneliti memberi waktu kepada peserta didik untuk membaca teks yang dibagikan. 5. Peserta didik membaca text dengan menggunakan metode <i>sustained Silent Reading</i> 6. Siswa menganalisa generic structure dari narrative teks yang diberikan 7. Setelah peserta didik membaca teks yang dibagikan, peneliti menyiapkan beberapa beberapa pertanyaan 8. Pesserta didik menjawab pertanyaan 9. Peneliti menyimpulkan tujuan daripada pembelajaran. 10. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya. 	60'
3	Penutup	<ol style="list-style-type: none"> 1. Peneliti meminta ketua kelas untuk memimpin teman-temannya berdoa sebelum pelajaran diakhiri. 2. Peneliti menutup pembelajaran dengan mengucapkan salam. 	10'

RENCANA PELAKSANAAN PEMBELAJARAN

(II)

Sekolah : SMPN 3 SUNGGUMINASA
Topik : Narrative Text
Kelas/Semester : VIII/ 1
Keterampilan : Reading
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 X 40 Menit

A. Standar Kompetensi

Memahami makna teks tulis yang berbentuk narrative secara benar dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna secara tepat, akurat dan fasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

C. Indikator

1. Siswa mampu membaca teks dengan baik dan benar.
2. Siswa mampu memahami makna teks narative berbentuk fable
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative.
4. Siswa mampu menjawab dan mengerjakan soal – soal yang diberikan.

D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

E. Materi Pembelajaran

Teks tertulis berbentuk *Narrative Text*

F. Metode Pembelajaran

SSR (Sustained Silent Reading) method

G. Kegiatan Pembelajaran

Pertemuan 2

No.	Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan/ kegiatan awal	<ol style="list-style-type: none">1. Peneliti mengawali aktivitas dalam kelas dengan memberi salam dan tegur sapa kepada peserta didik.2. Peneliti mengecek kehadiran siswa.3. Peneliti menyampaikan hal-hal yang akan dilakukan oleh peserta didik4. Peneliti memperkenalkan secara umum tentang metode <i>Sustained Silent Reading</i>.	10'
2	Kegiatan Inti	<ol style="list-style-type: none">1. Peneliti membagikan teks berbentuk <i>Narrative Text</i> kepada tiap-tiap peserta didik. Dengan topic "<i>The Greedy Mouse</i>"2. Peneliti memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.3. Peserta didik membaca text dengan <i>sustained silent reading</i>.4. Siswa menganalisa generic structure dari narrative teks yang diberikan5. Setelah peserta didik membaca teks yang dibagikan, peneliti menyiapkan beberapa beberapa pertanyaan6. Peserta didik menjawab pertanyaan7. Peneliti menyimpulkan tujuan daripada pembelajaran.	60'

		8. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.	
3	Penutup	1. Peneliti meminta ketua kelas untuk memimpin teman-temannya berdoa sebelum pelajaran diakhiri. 2. Peneliti menutup pembelajaran dengan mengucapkan salam.	10'

Read the text to answer questions 1-5

Question for number 1-5

The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full. He was very happy. Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked: "Why are you crying my friend?" The mouse explained: "I made a small hole and came into the basket. Now I am not able to get out through that hole." The rabbit said: "It is because you ate too much. Wait til your belly shrinks". The rabbit laughed and went away.

A greedy mouse fell asleep in the basket. Next morning his belly had shrunk. But the mouse wanted to eat some corn. So he ate and ate. His belly was full once again. He thought: "Oh! Now I will go out tomorrow". The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid. He ate the mouse.

1. What the mouse sees in the basket?

- a. Corn** c. Bread
b. Beans d. Cheese

2. Who was heard the mouse's cry?

- a. A rabbit** c. A fox

b. A monkey d. A dog

3. What the mouse did felt full?

a. He felt very proud

b. he was very sleepy

c. he was very angry

d. he was very happy

4. Who was smelt the mouse in the basket?

a. The lion

b. The tiger

b. The cat

c. The dog

5. The mouse tried to come out through the small hole. He could not because..

a. His belly was full

b. He was sleepy

c. He was very tired

d. He was trapped

H. Sumber Belajar

Internet: (Source: <http://fauzan8einstein.blogspot.com/2014/09/10-kumpulan-narrative-text-pendek.html>)

RENCANA PELAKSANAAN PEMBELAJARAN

(III)

Sekolah : SMPN 3 SUNGGUMINASA
Topik : Narrative Text
Kelas/Semester : VIII/ 1
Keterampilan : Reading
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 X 40 Menit

A. Standar Kompetensi

Memahami makna teks tulis yang berbentuk narrative secara benar dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna secara tepat, akurat dan fasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

C. Indikator

1. Siswa mampu membaca teks dengan baik dan benar.
2. Siswa mampu memahami makna teks narative berbentuk fable
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative.
4. Siswa mampu menjawab dan mengerjakan soal – soal yang diberikan.

D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

E. Materi Pembelajaran

Teks tertulis berbentuk *Narrative Text*

F. Metode Pembelajaran

SSR (Sustained Silent Reading) method

G. Kegiatan Pembelajaran

Pertemuan 3

No.	Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan/ kegiatan awal	<ol style="list-style-type: none">1. Peneliti mengawali aktivitas dalam kelas dengan memberi salam dan tegur sapa kepada peserta didik.2. Peneliti mengecek kehadiran siswa<ul style="list-style-type: none">• Who is absent today?3. Peneliti menyampaikan hal-hal yang akan dilakukan oleh Peserta didik, sama seperti yang mereka lakukan pada sebelumnya	10'
2	Kegiatan Inti	<ol style="list-style-type: none">1. Peneliti membagikan teks berbentuk Narrative Text kepada tiap-tiap peserta didik. Dengan Topic "<i>Hurry Wolf</i>"2. Peneliti memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.3. Peserta didik membaca text dengan <i>sustained silent reading</i>.4. Siswa menganalisa generic structure dari narrative teks yang diberikan5. Setelah peserta didik membaca teks yang dibagikan, peneliti menyiapkan beberapa beberapa pertanyaan6. Peserta didik menjawab pertanyaan7. Peneliti menyimpulkan tujuan daripada pembelajaran.	60'

		8. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.	
3	Penutup	1. Peneliti meminta ketua kelas untuk memimpinteman-temannya berdoa sebelum pelajaran diakhiri. 2. Peneliti menutup pembelajaran dengan mengucapkan salam.	10'

Read the text to answer questions 1-5

Question for number 1-5

Hungry Wolf

One day, a wolf was very hungry. It looked for food here and there. But it couldn't get any. At last it found a loaf of bread and piece of meat in the hole of a tree.

The hungry wolf squeezed into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf. On seeing the woodcutter, the wolf tried to get out of the hole. But it couldn't. Its tummy was swollen. The woodcutter caught the wolf and gave it nice beatings.

6. What did the wolf find?

- a. **A loaf of bread and a piece of meat**
- b. A piece of meat and a slice of cheese
- c. A slice of cheese and a piece of meat
- d. A loaf of bread and a piece of apple

7. Who was caught the wolf?

- a. Elephant
- c. Lion
- b. Woodcutter**
- d. Tiger

8. What did the wolf feeling?

- a. Very cold
- c. Very hungry**
- b. Very thirsty
- d. Very tired

9. What the woodcutter did to the wolf?

- a. Give it a nice wood
- b. Give it a good meal
- c. Give it a good book
- d. gave it nice beatings.**

10. Who was the character of the story?

- a. The wolf and woodcutter**
- b., the elephant and the lion
- c. the tiger and the wolf
- d. the woodcutter and the lion

H. Sumber Belajar

Internet: (Source: <http://fauzan8einstein.blogspot.com/2014/09/10-kumpulan-narrative-text-pendek.html>)

RENCANA PELAKSANAAN PEMBELAJARAN

(IV)

Sekolah : SMPN 3 SUNGGUMINASA
Topik : Narrative Text
Kelas/Semester : VIII/ 1
Keterampilan : Reading
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 X 40 Menit

A. Standar Kompetensi

Memahami makna teks tulis yang berbentuk narrative secara benar dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna secara tepat, akurat dan fasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

C. Indikator

1. Siswa mampu membaca teks dengan baik dan benar.
2. Siswa mampu memahami makna teks narative berbentuk fable
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative.
4. Siswa mampu menjawab dan mengerjakan soal – soal yang diberikan.

D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

E. Materi Pembelajaran

Teks tertulis berbentuk *Narrative Text*

F. Metode Pembelajaran

SSR (Sustained Silent Reading) method

G. Kegiatan Pembelajaran

Pertemuan 4

No.	Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan/ kegiatan awal	<ol style="list-style-type: none">1. Peneliti mengawali aktivitas dalam kelas dengan memberi salam dan tegur sapa kepada peserta didik.2. Peneliti mengecek kehadiran siswa.3. Peneliti menyampaikan hal-hal yang akan dilakukan oleh peserta didik4. Peneliti memperkenalkan secara umum tentang metode <i>Sustained Silent Reading</i>.	10'
2	Kegiatan Inti	<ol style="list-style-type: none">1. Peneliti membagikan teks berbentuk <i>Narrative Text</i> kepada tiap-tiap peserta didik dengan topic "<i>The proud lion</i>".2. Peneliti memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.3. Peserta didik membaca text dengan <i>sustained silent reading</i>.4. Siswa menganalisa generic structure dari narrative teks yang diberikan5. Setelah peserta didik membaca teks yang dibagikan, peneliti menyiapkan beberapa beberapa pertanyaan6. Peserta didik menjawab pertanyaan7. Peneliti menyimpulkan tujuan daripada pembelajaran.	60'

		8. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.	
3	Penutup	1. Peneliti meminta ketua kelas untuk memimpin teman-temannya berdoa sebelum pelajaran diakhiri. 2. Peneliti menutup pembelajaran dengan mengucapkan salam.	10'

Read the text to answer questions 1-5

Question for number 1-5

THE PROUD LION

One day, a rat walked past a lion sleeping in deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw. "What a tasty meal!" he said. "Mr. Lion, King of the Forest," cried the rat, "please have a pity on me. I'm too small to be a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness." The lion laughed, "how can you ever repay me?" But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net. The lion looked up and saw the rat. "Mr. Rat," he called out, "Mr. Rat, please jump down and help me." The rat jumped down into the hole and started to bite through the net.

The lion was soon able to climb out of the hole. "Mr. Lion," said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

1. What was the lion caught in?

- | | |
|-----------------|-------------------|
| a. The fox | c. The rat |
| b. The elephant | d. The wolf |

2. What did the lion say when he caught the rat?

- | | |
|-------------------------------|-------------------------|
| a. "What a tasty meal" | c. "The meal was small" |
|-------------------------------|-------------------------|

- b. "The meal is not tasty" d. "There is big meal"

3. Why Did the lion let the rat go because....?

- a. He was sick **b. he wasn't hungry**
c. he was angry d. he took pity on him

4. Where the rat did hear a loud noise?

- a. Sea **c. Forest**
b. tree d. Mountain

5. Who is helping the lion?

- a. the rat** c. . the fox
b. the wolf d. the elephant

Sumber Belajar

Internet: (Source: <http://fauzan8einstein.blogspot.com/2014/09/10-kumpulan-narrative-text-pendek.html>)

RENCANA PELAKSANAAN PEMBELAJARAN

(V)

Sekolah : SMPN 3 SUNGGUMINASA
Topik : Narrative Text
Kelas/Semester : VIII/ 1
Keterampilan : Reading
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 X 40 Menit

A. Standar Kompetensi

Memahami makna teks tulis berbentuk narrative secara benar dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna secara tepat, akurat dan fasih dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk narrative.

C. Indikator

1. Siswa mampu membaca teks dengan baik dan benar.
2. Siswa mampu memahami makna teks narative berbentuk fable
3. Menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative.
4. Siswa mampu menjawab dan mengerjakan soal – soal yang diberikan.

D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

E. Materi Pembelajaran

Teks tertulis berbentuk *Narrative Text*

F. Metode Pembelajaran

SSR (Sustained Silent Reading) method

G. Kegiatan Pembelajaran

Pertemuan 5

No.	Langkah Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan/ kegiatan awal	<ol style="list-style-type: none">1. Peneliti mengawali aktivitas dalam kelas dengan memberi salam dan tegur sapa kepada peserta didik.2. Peneliti mengecek kehadiran siswa.3. Peneliti menyampaikan hal-hal yang akan dilakukan oleh peserta didik4. Peneliti memperkenalkan secara umum tentang metode <i>Sustained Silent Reading</i>.	10'
2	Kegiatan Inti	<ol style="list-style-type: none">1. Peneliti membagikan teks berbentuk Narrative <i>Text</i> kepada tiap-tiap peserta didik dengan topic "<i>The greedy mouse</i>".2. Peneliti memberi waktu kepada peserta didik untuk membaca teks yang dibagikan.3. Peserta didik membaca text dengan <i>sustained silent reading</i>.4. Siswa menganalisa generic structure dari narrative teks yang diberikan5. Setelah peserta didik membaca teks yang dibagikan, peneliti menyiapkan beberapa pertanyaan6. Peserta didik menjawab pertanyaan7. Peneliti menyimpulkan tujuan daripada	60'

		pembelajaran. 8. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.	
3	Penutup	1. Peneliti meminta ketua kelas untuk memimpin teman-temannya berdoa sebelum pelajaran diakhiri. 2. Peneliti menutup pembelajaran dengan mengucapkan salam.	10'

Read the text to answer questions 1-5

Question for number 1-5

The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full. He was very happy. Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked: "Why are you crying my friend?" The mouse explained: "I made a small hole and came into the basket. Now I am not able to get out through that hole." The rabbit said: "It is because you ate too much. Wait til your belly shrinks". The rabbit laughed and went away.

A greedy mouse fell asleep in the basket. Next morning his belly had shrunk. But the mouse wanted to eat some corn. So he ate and ate. His belly was full once again. He thought: "Oh! Now I will go out tomorrow". The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid. He ate the mouse.

1. What the mouse sees in the basket?

a. Corn

c. Bread

b. Beans

d. Cheese

2. Who was heard the mouse's cry?

- a. **A rabbit** c. A fox
b. A monkey d. A dog

3. What the mouse did felt full?

- a. He felt very proud c. he was very angry
b. he was very sleepy **d. he was very happy**

4. Who was smelt the mouse in the basket?

- a. The lion b. The tiger
b. The cat c. The dog

5. The mouse tried to come out through the small hole. He could not because..

- a. **His belly was full** c. He was very tired
b. He was sleepy d. He was trapped

Makassar, September 2017

Mengetahui

Mahasiswa

Guru Pembimbing

Riska
NIM:20400113190

Meryam S. Pd
NIP:

Kepala sekolah

SMPN 3 SUNGGUHHMINASA

APPENDIX II

The Students' Attendance List (Experiment Class)

NO	STUDENTS' NAME	1	2	3	4	5	6
1	AA	✓	✓	✓	✓	✓	✓
2	AS	✓	✓	✓	✓	✓	✓
3	AN	✓	✓	✓	✓	✓	✓
4	ARM	✓	✓	✓	✓	✓	✓
5	AZ	✓	✓	✓	✓	✓	✓
6	AR	✓	✓	✓	✓	✓	✓
7	DNS	✓	✓	✓	✓	✓	✓
8	DR	✓	✓	✓	✓	✓	✓
9	HH	✓	✓	✓	✓	✓	✓
10	IA	✓	✓	✓	✓	✓	✓
11	MM	✓	✓	✓	✓	✓	✓
12	MA	✓	✓	✓	✓	✓	✓
13	MF	✓	✓	✓	✓	✓	✓
14	MIA	✓	✓	✓	✓	✓	✓
15	MNI	✓	✓	✓	✓	✓	✓
16	MNN	✓	✓	✓	✓	✓	✓
17	NU	✓	✓	✓	✓	✓	✓
18	NA	✓	✓	✓	✓	✓	✓
19	PR	✓	✓	✓	✓	✓	✓

20	RF	✓	✓	✓	✓	✓	✓
21	RA	✓	✓	✓	✓	✓	✓
22	RAD	✓	✓	✓	✓	✓	✓
23	RR	✓	✓	✓	✓	✓	✓
24	SS	✓	✓	✓	✓	✓	✓
25	SUS	✓	✓	✓	✓	✓	✓
26	SL	✓	✓	✓	✓	✓	✓
27	TK	✓	✓	✓	✓	✓	✓
28	YAQ	✓	✓	✓	✓	✓	✓
29	YF	✓	✓	✓	✓	✓	✓
30	ZT	✓	✓	✓	✓	✓	✓

The Researcher

RISKA

20400113190

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The Students' Attendance List
(Control Class)

NO	STUDENTS' NAME	1	2	3	4	5	6
1	AAD	✓	✓	✓	✓	✓	✓
2	AP	✓	✓	✓	✓	✓	✓
3	AI	✓	✓	✓	✓	✓	✓
4	ASS	✓	✓	✓	✓	✓	✓
5	AP	✓	✓	✓	✓	✓	✓
6	AS	✓	✓	✓	✓	✓	✓
7	CA	✓	✓	✓	✓	✓	✓
8	EM	✓	✓	✓	✓	✓	✓
9	JN	✓	✓	✓	✓	✓	✓
10	JD	✓	✓	✓	✓	✓	✓
11	LI	✓	✓	✓	✓	✓	✓
12	MRH	✓	✓	✓	✓	✓	✓
13	MH	✓	✓	✓	✓	✓	✓
14	MHR	✓	✓	✓	✓	✓	✓
15	MI	✓	✓	✓	✓	✓	✓
16	MIA	✓	✓	✓	✓	✓	✓
17	MN	✓	✓	✓	✓	✓	✓
18	MS	✓	✓	✓	✓	✓	✓
19	MSI	✓	✓	✓	✓	✓	✓
20	NA	✓	✓	✓	✓	✓	✓
21	NAA	✓	✓	✓	✓	✓	✓

22	NF	✓	✓	✓	✓	✓	✓
23	NFH	✓	✓	✓	✓	✓	✓
24	NSP	✓	✓	✓	✓	✓	✓
25	PR	✓	✓	✓	✓	✓	✓
26	RA	✓	✓	✓	✓	✓	✓
27	SE	✓	✓	✓	✓	✓	✓
28	SU	✓	✓	✓	✓	✓	✓
29	SS	✓	✓	✓	✓	✓	✓
30	SA	✓	✓	✓	✓	✓	✓

The Researcher

RISKA
20400113190

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APPENDIX III

Pre-Test for Experimental and Controlled Class

(This research has nothing to do with students' score it is solely for the importance of the researcher)

SOAL NARRATIVE TEKS BAHASA INGGRIS

Kelas VIII SMPN 3 SUNGGUMINASA GOWA

Nama :

Tanggal :

Kelas :

This exam contains 20 multiple choice questions, circle the correct answer for each questions.

Make sure that your answer is clearly marked

Read the text to answer questions 1-5

Question for number 1-5

THE PROUD LION

One day, a rat walked past a lion sleeping in deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw. "What a tasty meal!" he said. "Mr. Lion, King of the Forest," cried the rat, "please have a pity on me. I'm too small to be a good meal for you. If you let me go, I'll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness." The lion laughed, "how can you ever repay me?" But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net. The lion looked up and saw the rat. "Mr. Rat," he called out, "Mr. Rat, please jump down and help me." The rat jumped down into the hole and started to bite through the net.

The lion was soon able to climb out of the hole. "Mr. Lion," said the rat, "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

1. What was the lion caught in?
 - a. The fox
 - b. The elephant
 - c. **The rat**
 - d. The wolf
2. What did the lion say when he caught the rat?
 - a. **“What a tasty meal”**
 - b. “The meal is not tasty”
 - c. “The meal was small”
 - d. “There is big meal”
3. Why Did the lion let the rat go because....?
 - a. He was sick
 - b. **he wasn't hungry**
 - c. he was angry
 - d. he took pity on him
4. Where the rat did hear a loud noise?
 - a. Sea
 - b. tree
 - c. **Forest**
 - d. Mountain
5. Who is helping the lion?
 - a. **the rat**
 - b. the wolf
 - c. . the fox
 - d. the elephant

Question for number 6-10

Hungry Wolf

Oneday, a wolf was very hungry. It looked for food here and there. But it couldn't get any. At last it found a loaf of bread and piece of meat in the hole of a tree.

The hungry wolf squeezed into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf. On seeing the woodcutter, the wolf tried to get out of the hole. But it couldn't. Its tummy was swollen. The woodcutter caught the wolf and gave it nice beatings.

6. What did the wolf find?

- a. **A loaf of bread and a piece of meat**
- b. A piece of meat and a slice of cheese
- c. A slice of cheese and a piece of meat
- d. A loaf of bread and a piece of apple

7. Who was caught the wolf?

- a. Elephant
- c. Lion
- b. **Woodcutter**
- d. Tiger

8. What did the wolf feeling?

- a. Very cold
- c. **Very hungry**
- b. Very thirsty
- d. Very tired

9. What the woodcutter did to the wolf?

- a. Give it a nice wood
- c. Give it a good meal
- b. Give it a good book
- d. **gave it nice beatings.**

10. Who was the character of the story?

- a. **The wolf and woodcutter**
- b., the elephant and the lion
- c. the tiger and the wolf
- d. the woodcutter and the lion

Question for number 11-15

The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full. He was very happy. Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked: "Why are you crying my friend?" The mouse explained: "I made a small hole and came into the basket. Now I am not able to get out through that hole." The rabbit said: "It is because you ate too much. Wait til your belly shrinks". The rabbit laughed and went away.

A greedy mouse fell asleep in the basket. Next morning his belly had shrunk. But the mouse wanted to eat some corn. So he ate and ate. His belly was full once again. He thought: "Oh! Now I will go out tomorrow". The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid. He ate the mouse.

11. What the mouse sees in the basket?

- a. **Corn**
- b. Beans
- c. Bread
- d. Cheese

12. Who was heard the mouse's cry?

- a. **A rabbit**
- b. A monkey
- c. A fox
- d. A dog

13. What the mouse did felt full?

- a. He felt very proud
- b. he was very sleepy
- c. he was very angry
- d. **he was very happy**

14. Who was smelt the mouse in the basket?

- a. The lion b. The tiger
- b. The cat** c. The dog

15. The mouse tried to come out through the small hole. He could not because..

- a. His belly was full**
- b. He was sleepy
- c. He was very tired
- d. He was trapped

Question for number 16-20

The Smart Monkey and The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

16. Who was helping the monkeys cross the river?

- a. The Cat c. The lion
- b. The Crocodile** d. The elephant

17. Why crocodile's stopped in the middle of the river?

a. He was very hungry

b. He is very thirsty

c. He was very sleepy

d. He was very tired

18. The monkey was in dangerous situation and he had to ...?

a. Shouting

b. ask for help

c. Think hard

d. jumping into the water

19. Where does the monkey go after jumping off the crocodile's back?

a. He is hiding in the bushes

b. He climbed up the tree

c. He entered the forest

d. He ran to find his friend

20. Who are the characters in this story?

a. The Money and crocodile

b. The Monkey and elephant

c. The Crocodiles and rat

d. The elephants and rat

APPENDIX IV

Post-Test for Experiment and Controlled Class

(This research has nothing to do with students' score, it is solely for the importance of the researcher)

SOAL NARRATIVE TEKS BAHASA INGGRIS

Kelas VIII SMPN 3 SUNGGUMINASA GOWA

Nama :

Tanggal :

Kelas :

This exam contains 20 multiple choice questions, circle the correct answer for each questions.

Make sure that your answer is clearly marked!

Read the text to answer question 1-5

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor.

Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

1. Who was the naughtiest rabbit?

- a. Flopsy **c. Peter**
- b. Mopsy d. Mr. McGregor

2. What did Flopsy, Mopsy and Cotton-tail eat?

- a. carrot c. lettuce
- b. blackberries** d. strawberry

3. What did Peter lose while he was running?

- a. A book
- b. Medicine
- c. Vegetable
- d. Pair of shoes**

4. Why did Peter get sick? Because

- a. He was so tired**
- b. He was eating too much
- c. He did not eat
- d. He was naughty

5. Whom did Peter meet at the garden?

- a. his mother
- b. Mr. McGregor**
- c. Flopsy
- d. His father

Question for number 6- 10

The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a near by tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the strunggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at the time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quickly to fly away to safely.

6. Where did the story take place?

- a. **In the water** c. On the leaf
- b. In the spring d. On the stone

7. What did the hunter want?

- a. The rabbit c. The dog
- b. The ant d. **The dove**

8. Who was searching for some water?

- a. The dove c. The lion
- b. The mouse d. **The ant**

9. What finally happened to dove?

- a. The dove was dead
- b. The dove caught by the hunter
- c. **The dove free safety fly**
- d. The dove was lose

10. Who is one of the characters of the story?

- a. The lion
- b. **The ant**
- c. The mouse
- d. The elephant

Question for number 11- 15

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping.

Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 Km per hour. The largest kangaroos are the great Grey kangaroo and the red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born and it crawls at once into this pouch where it spends its first five months of life.

11. What did kangaroos eat ?

- a. Leaves and grass
- b. Grass and plants**
- c. Grass and meat
- d. Wood and plants

12. A baby kangaroo is..

- a. Very big b. Very long
- c. Very tiny** d. Very smooth

13. Why kangaroo can run at speeds of over 45 km per hours...

- a. Kangaroo can run like tiger
- b. Kangaroo can run like lion
- c. Kangaroo have short front legs but very long.**
- d. Kangaroo can run zebra.

14. Where did a kangaroo found?

- a. England c. France
- b. Australia** d. American

15. The largest kangaroo are...

- a. The great grey kangaroo and the white kangaroo.
- b. The great blue kangaroo and the black kangaroo.
- c. The great grey kangaroo and the red kangaroo.**
- d. The great red kangaroo and the green kangaroo

Question for number 16-20

There once was a frog and a mouse who were very good friends. They did not have the same kind of house to live in. The mouse lived in a hole in the ground and the frog lived in the water. The frog could live in the water, but the mouse could not. When they wanted to visit, the frog would have to come out of the water. When their visit was finished, the frog would hop back into the water, and the mouse would run back into his hole in the ground.

One day the frog came out to visit with the mouse. Wickedness entered into his heart. He got some rope and tied his foot and the mouse's foot together. He was just playing around. But, after the frog finished visiting, he jumped right back into the water without untying the rope. He had totally forgot that his feet were still tied together to the mouse's.

The mouse could not live in water, and it died. After a while the mouse got bigger and came out to the top of the water. A hawk saw him and, with a fly down, took both the dead mouse and the live frog up into the air. The hawk alighted in a tree and ate both of them. They both met death.

16. Who were very good friends?

- | | |
|----------------------------------|-----------------------------|
| a. The frog and the rabbit | c. The mouse and the rabbit |
| b. The mouse and the frog | d. The rabbit and the lion |

17. Where is the frog lives?

- a. In the hole
- b. In the water**
- c. In the air
- d. In the land

18. Who killed the mouse and the frog?

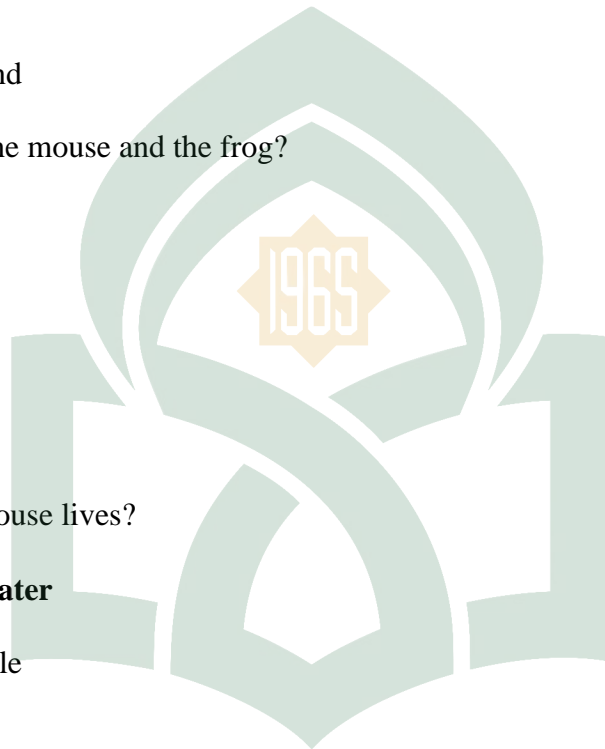
- a. A hawk**
- b. An eagle
- c. An owl
- d. A lion

19. Where the mouse lives?

- a. In the water**
- b. In the hole
- c. In the air
- d. In the land

20. How many characters in this story?

- a. One
- b. Three**
- c. Two
- d. Four



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APPENDIX V

1. Score of Students' Pre-test dan Post-Test in Experimental Class VIII A

No.	Students'	Pre-test score		Post-test score	
		Score (X)	X_1^2	Score (X)	X_1^2
1	Akbar Asdar	35	1225	75	5625
2	Achmad subhan	50	2500	60	3600
3	Anugrah	60	3600	85	7225
4	Ariel Meylano	40	1600	60	3600
5	Arini Zazkia	40	1600	55	3025
6	Arsyad	25	625	80	6400
7	Dewi Nilam Sari	45	2025	55	3025
8	Dini Rahmadani	40	1600	65	4225
9	Hafsah Haris	50	2500	75	5625
10	Imam Anugrah	50	2500	85	7225
11	Miko Makfiraqtul	25	625	70	4900
12	Muh. Adrian	50	2500	75	5625
13	Muh. Fikram	40	1600	70	4900
14	Muh. Iman Alfariz	25	625	65	4225
15	Muh. Nur Ilham	60	3600	70	4900
16	Muh. Naufal Nayif	45	2025	75	5625

17	Nafisha Ufaira	25	625	75	5625
18	Nur Aisyah	55	3025	85	7225
19	Putri Rahayu	65	4225	65	4225
20	Rahmat Fitrah	60	3600	70	4900
21	Resky Amalia	40	1600	85	7225
22	Rezki Ardianto	25	625	60	3600
23	Refi riska	20	400	75	5625
24	St. Salsabila S	45	2025	80	6400
25	Suci syahbani	50	2500	70	4900
26	Sulamini	30	900	75	5625
27	Taufik	30	900	75	5625
28	Yusri Al Qausar	60	3600	65	4225
29	Yusfa	40	1600	70	4900
30	Zalsabila Takim	55	3025	75	5625
	N=30	X= 1280	$X_1^2 = 59400$	X= 2145	$X_1^2 = 146350$
	Mean Score	42,67	1980	71,5	4878

2. Score of Students' Pre-test dan Post-Test in Controlled Class VIII D

No.	Students'	Pre-test score		Post-test score	
		Score (X)	X_1^2	Score (X)	X_1^2
1	A. Abu Daud	60	3600	50	2500
2	Ade Putra	40	1600	65	4225
3	Aidil	60	3600	50	2500
4	Alfin Syaputra S.	55	3025	50	2500
5	Anugrah Pratama	25	625	55	3025
6	Avri Safriadi	60	3600	50	2500
7	Caca Armelita	35	1225	60	3600
8	Elha Muchtar	30	900	50	2500
9	Jabal Nur	60	3600	55	3025
10	Junaedi	65	4225	65	4225
11	Linda Agustina	20	400	40	1600
12	M. Rifaldi Hasan	35	1225	60	3600
13	Muh. Haerul	50	2500	45	2025
14	Muh. Hajir	60	3600	30	900
15	Muh. Ikram	40	1600	70	4900
16	Muh. Isra Aqsa	30	900	60	3600
17	Muh. Nurzam	50	2500	40	1600

18	Muh. Sahifullah	55	3025	60	3600
19	Muh. Sulfikri	30	900	70	4900
20	Nadia	50	2500	65	4225
21	Nur Awal Ahmad	60	3600	55	3025
22	Nur Fathira	25	625	40	1600
23	Nur Fadillah	45	2025	35	1225
24	Nur Suci Putri	40	1600	60	3600
25	Putri Rahmadania	45	2025	50	2500
26	Reski Aulia	40	1600	25	625
27	Selfiani	55	3025	60	3600
28	Sofia Ummul	30	900	45	2025
29	Sri Sulastri	45	2025	50	2500
30	Syifa Afrilia	35	1225	65	4225
	N=30	X= 1330	$X_1^2 = 63800$	X= 1575	$X_1^2 = 86475$
	Mean Score	44,3	2126	52.5	2882.5

APPENDIX VI

The mean score of experimental and controlled class

A. Experimental class

1. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1280}{30}$$

$$\bar{x} = 42,67$$

2. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2145}{30}$$

$$\bar{x} = 71,5$$

B. Controlled class

3. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1330}{30}$$

$$\bar{x} = 43,3$$

4. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1575}{30}$$

$$\bar{x} = 52,5$$

APPENDIX VII

A. Standard Deviation of Pre-Test and Post-Test of Experimental Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_2 = 59400 - \frac{(1280)^2}{30}$$

$$SS_2 = 59400 - \frac{1638400}{30}$$

$$SS_2 = 59400 - 54613.3$$

$$SS_2 = 4786,7$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{4786,7}{30-1}}$$

$$SD = \sqrt{\frac{4786,7}{29}}$$

$$SD = \sqrt{165.05}$$

$$SD = 12.84$$

2. Post-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 146350 - \frac{(2145)^2}{30}$$

$$SS_1 = 146350 - \frac{4601025}{30}$$

$$SS_1 = 146350 - 153367.5$$

$$SS_1 = 7017,5$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{7017,5}{30-1}}$$

$$SD = \sqrt{\frac{7017,5}{29}}$$

$$SD = \sqrt{243.84}$$

$$SD = 15.61$$

B. Standard Deviation of Pre-Test and Post-Test of Controlled Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where,

$$SS_2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 63800 - \frac{(1330)^2}{30}$$

$$SS_1 = 63800 - \frac{1768900}{30}$$

$$SS_1 = 63800 - 58963,3$$

$$SS_1 = 4836,7$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{4836,7}{30-1}}$$

$$SD = \sqrt{\frac{4836,7}{29}}$$

$$SD = \sqrt{166.78}$$

$$SD = 12.91$$

2. Post-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where,

$$SS_2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_2 = 86475 - \frac{(1575)^2}{30}$$

$$SS_2 = 86475 - \frac{2480625}{30}$$

$$SS_2 = 86475 - 82687.5$$

$$SS_2 = 3787.5$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{3787.5}{30-1}}$$

$$SD = \sqrt{\frac{3787.5}{29}}$$

$$SD = \sqrt{130.60}$$

$$SD = 11.42$$

APPENDIX VIII

The Significance Different

$$SS_1 = 7017,5$$

$$SS_2 = 3787,5$$

$$X_1 = 71,5$$

$$X_2 = 52,5$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{71,5 - 52,5}{\sqrt{\left(\frac{7017,5 + 3787,5}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{19}{\sqrt{\left(\frac{10859}{58}\right)(0,06)}}$$

$$t = \frac{19}{\sqrt{(187,22)(0,06)}}$$

$$t = \frac{19}{\sqrt{11,23}}$$

$$t = \frac{19}{3,36}$$

$$t = 5,654$$

2. t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = (N₁ + N₂)-2 = (30 + 30) – 2 = 58

t – Table = **1.671**

APPENDIX IX
The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	0.05	0.25	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819

22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,683	2,020	2,704	3,312
50	1,676	2,009	2,677	3,265
60	1,671	2,000	2,60	3,231



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APPENDIX X

Documentation of Experimental Class VIIIA





Documentation of Controlled Class VIII D



CURRICULUM VITAE



The writer, Riska was born in Enrekang, October 06 1995, South Sulawesi. Indonesia. She was the seventh children in her family of the couple Rubing S.Pd and Samsia. She has three brothers and three sisters.

The Writer started her education at Elementary School of MI Guppi Bolong then Junior High School was Started at MTsN 1 Enrekang and Senior High School in SMA Muhammadiyah Enrekang. After finishing her studying in Senior High School, she continued her study to Alauddin State Islamic University of Makassar.

In Alauddin State Islamic University of Makassar, the writer accepted in English Education Department, Tarbiyah and Teaching Science Faculty. in this Green Campus the writer tried to develop and increase her knowledge.